

## CAUGHMAN ROAD ELEMENTARY

7725 Caughman Road  
Columbia, SC 29209

**GRADES** K-5 Elementary School

**ENROLLMENT** 586 Students

**PRINCIPAL** Jane Wyatt 803-783-5534

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	51	43	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

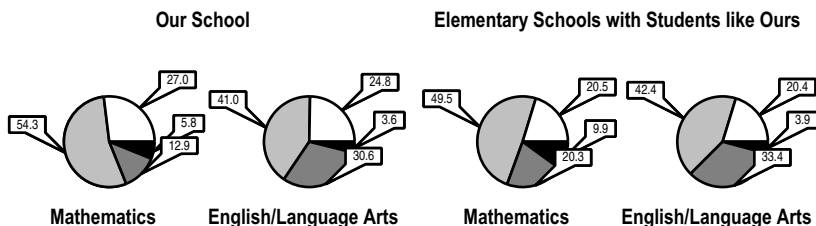
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.3%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	308	98.7	24.0	41.5	30.9	3.6	45.1	Yes	Yes
Gender									
Male	153	97.4	30.1	42.6	24.3	2.9	38.2		
Female	155	100.0	18.0	40.3	37.4	4.3	51.8		
Racial/Ethnic Group									
White	40	100.0	28.2	41.0	23.1	7.7	46.2	I/S	I/S
African-American	251	98.4	21.8	43.2	32.7	2.3	45.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	46.2	15.4	23.1	15.4	38.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	268	99.3	20.2	42.1	33.5	4.1	49.6		
Disabled	40	95.0	51.5	36.4	12.1	0.0	12.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	98.7	24.0	41.5	30.9	3.6	45.1		
English Proficiency									
Limited English Proficient	13	100.0	58.3	25.0	8.3	8.3	25.0	I/S	I/S
Non-Limited English Proficient	295	98.6	22.4	42.2	31.9	3.4	46.0		
Socio-Economic Status									
Subsidized meals	177	98.3	30.6	40.8	26.1	2.5	34.4	Yes	Yes
Full-pay meals	130	99.2	15.3	42.4	37.3	5.1	59.3		

Mathematics - State Performance Objective = 15.5%									
All Students	308	100.0	27.0	54.3	12.9	5.8	29.5	Yes	Yes
Gender									
Male	153	100.0	30.9	51.8	10.8	6.5	28.1		
Female	155	100.0	23.0	56.8	15.1	5.0	30.9		
Racial/Ethnic Group									
White	40	100.0	25.6	43.6	17.9	12.8	35.9	I/S	I/S
African-American	251	100.0	27.8	56.1	12.1	4.0	28.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	23.1	46.2	15.4	15.4	30.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	268	100.0	19.8	59.3	14.8	6.2	33.3		
Disabled	40	100.0	77.1	20.0	0.0	2.9	2.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	308	100.0	27.0	54.3	12.9	5.8	29.5		
English Proficiency									
Limited English Proficient	13	100.0	25.0	66.7	8.3	0.0	8.3	I/S	I/S
Non-Limited English Proficient	295	100.0	27.1	53.8	13.2	6.0	30.5		
Socio-Economic Status									
Subsidized meals	177	100.0	32.7	56.0	9.4	1.9	21.4	Yes	Yes
Full-pay meals	130	100.0	19.3	52.1	17.6	10.9	40.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	99	100.0	22.7	38.6	33.0	5.7	38.6
	<b>Grade 4</b>	94	100.0	34.5	38.1	27.4	N/A	27.4
	<b>Grade 5</b>	125	98.4	42.5	41.6	15.0	0.9	15.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	98.0	14.6	34.4	42.7	8.3	51.0
	<b>Grade 4</b>	116	99.1	26.0	43.3	29.8	1.0	30.8
	<b>Grade 5</b>	91	98.9	31.0	50.6	17.2	1.1	18.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	99	100.0	22.7	56.8	15.9	4.5	20.5
	<b>Grade 4</b>	94	100.0	21.4	53.6	20.2	4.8	25.0
	<b>Grade 5</b>	125	100.0	33.9	44.3	17.4	4.3	21.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	100.0	26.5	57.1	13.3	3.1	16.3
	<b>Grade 4</b>	116	100.0	21.9	58.1	13.3	6.7	20.0
	<b>Grade 5</b>	91	100.0	36.4	44.3	11.4	8.0	19.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 586)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.6%	Up from 1.5%	2.9%	2.7%
Attendance rate	95.6%	Down from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		4.2%	3.5%
Eligible for gifted and talented	8.7%	Down from 13.9%	13.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Up from 5.3%	9.6%	8.2%
Older than usual for grade	0.7%	Up from 0.3%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	48.9%	Up from 46.3%	50.0%	51.4%
Continuing contract teachers	73.3%	Down from 75.9%	89.4%	87.5%
Highly qualified teachers**	87.5%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	2.8%		0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 84.3%	86.5%	86.7%
Teacher attendance rate	94.8%	Up from 93.9%	94.5%	94.9%
Average teacher salary	\$39,666	Down 2.1%	\$40,255	\$40,760
Prof. development days/teacher	13.8 days	Up from 9.3 days	12.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 18.2 to 1	19.0 to 1	18.9 to 1
Prime instructional time	89.8%	Up from 89.5%	89.5%	90.0%
Dollars spent per pupil*	\$5,763	Down 0.9%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	76.1%	Up from 74.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Caughman Road Elementary School has been accredited by the Southern Association of Colleges and Schools for the past 34 years. We have worked very hard to maintain this status and are very proud of the results. Our school has had an eventful 2003-2004 school year. We finished a three-year renovation project to revitalize a tired looking building. The school literary magazine, a collection of student and staff writings, won first place in the National Scholastic competition. This was one of only two awards given nationally in the elementary school division. One of our teachers was named State Social Studies Teacher of the Year and also State American History Teacher of the Year. Two teachers on staff now are recognized as National Board Certified Teachers. The students have shown that they have the right stuff by being winners in numerous district Visual Literacy Festival competitions. In the area of Photography - 17 winners, Video Production - 3 winners, Computer Design - 16 winners, Puppets - 13 winners and Books - 10 winners.

Our instructional program was greatly enhanced by the addition of a computer lab capable of handling an entire class. The staff has worked hard to bring technology to the forefront of our instructional program. We believe that this is an important tool to get students actively involved in the learning process. The school applied for and has received a grant for \$100,000 from the State Department of Education that will further enhance our program for the 2004-2005 school year. The grant will support teachers in integrating technology in all areas of the curriculum.

A comprehensive after-school tutoring program for students in third through fifth grade was added for those students who needed extra support to reach Basic and those that needed enrichment to achieve Advanced. The Accelerated Reader and Accelerated Math programs continue to enhance classroom instruction for all students in grades 1-5. The school has made a steady increase in the number of students scoring Basic or Above on the PACT, although we are not where we need to be. Based upon our test scores, math has become a major academic focus. We held quarterly math competitions at school to encourage students to study harder, and Caughman Road hosted the district's Math Mountain competition for the second year. Math Mountain is a program that challenges students to become thinkers and problem-solvers, while working in teams. Best of all, the program was completely designed and organized by a Caughman Road staff member.

Parent participation in school activities, such as assemblies, special events and PTO meetings, has increased, but involvement in the day-to-day activities of the school does not come easily. This is an area that will need our full effort in the coming year.

Jane H. Wyatt, Principal, Caughman Road Elementary School

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	47	75	73
Percent satisfied with learning environment	84.4%	68.0%	80.3%
Percent satisfied with social and physical environment	80.9%	71.6%	73.6%
Percent satisfied with home-school relations	35.6%	81.3%	61.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.